

**Counseling and Lifespan Development
(CECP 6080)
Western Michigan University
Grand Rapids Campus
Spring, 2007**

Course Syllabus

Instructor: Craig Vander Maas, Psy.D., M.S.
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Licensed Professional Counselor
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Time Schedule: Thursdays, 6-9 pm

Required Text: Hutchison, E. (2003). Dimensions of human behavior: the changing life course. (2nd ed.). Thousand Oaks, CA: Sage Publications.
ISBN 0-7619-8764-9

Albom, M. (1997). Tuesdays with Morrie. New York: Doubleday.
ISBN 0-385-48451-8

Course pack on CD (available first day of class for \$15)

Course Description:

This course describes counseling implications for assessing and enhancing human development across the life span. The content includes: a) theories of human development; b) the stages of family development; c) factors which influence human development (e.g. race, socioeconomic status, sexual/affectional orientation, childbearing status, marital status, and divorce or blending of families; and d) implications for assessing and enhancing the development of family members and family systems within each stage.

This class is highly interactive and requires active participation from all students. Thus, all required readings should be completed prior to each class meeting. Additionally, rather than simply reading the material, students are expected to have critically evaluated the content of each chapter. Such preparation will facilitate a productive and enjoyable class. Students are expected to engage in self-exploration of their own individual and family development and consequently to apply such information in working with other case examples.

Program Goals Addressed in Course:

- * To create a context in which responsible and self-reflective learning can occur.
- * To encourage a model of reflective practitioners.
- * To integrate knowledge of theory, method, and practice.
- * To focus on self-development

Course Format:

The course will be a combination of Power Point presentations, lectures, films, discussions, and experiential exercises. Students are expected to assume responsibility for the large majority of learning in this class. To this aim, students are expected to read the assigned chapters and do the assigned research, to critically evaluate their views of the information, and to be prepared to discuss their perspectives in an appropriate manner.

Empirical Research:

We will be discussing a number of controversial issues in this class. When discussing views on these subjects, it is important to reference empirical data and scientific research.

Course Objectives:

1. Students will have a basic understanding of family development.
2. Students will have a basic understanding of human development.
3. Students will gain insight into their own personal development.
4. Students will gain insight into their own family development.
5. Students will be able to apply systems concepts to a variety of families/systems.
6. Students will gain basic understanding of several models of family therapy.
7. Students will learn how to construct and interpret genograms.
8. Students will gain knowledge about various DSM-IV disorders.

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at www.wmich.edu/catalog under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

“Accommodations: All students requesting accommodations are encouraged to contact the professor to schedule an appointment within the first two weeks of the semester. Students with disabilities are required to present documentation of disability with a letter indicating required accommodations from Disabled Student Resources & Services to the professor at the time of the scheduled appointment. Disabled Student Resources and Services can be contacted through Ms. Beth DenHartigh at 387-2116 or beth.denhartigh@wmich.edu. I look forward to working with all students with disabilities to make this class an enjoyable learning experience.”

Evaluation Criteria:

- 25% Seasons of Life paper
- 25% Genogram/family of origin paper
- 25% Research and class participation
- 25% Group presentation on family therapy

1. Seasons of Life Paper

This will be a 10-page paper (APA style) that examines Daniel Levinson's seasons of men/women's lives and applies this model to your own life and the life of a famous person (which you examine by reading an autobiography of that person). **Due February 22.**

2. Genogram/Family of Origin paper

This involves the construction of a family genogram of at least three generations (you and your siblings, your parents' generation, and your grandparents' generation). Include your own children if you have any. Then using information gleaned from your genogram, describe significant themes, interactional patterns, and characteristics of your family of origin, including where appropriate, your role in these areas. Include a history of how you have come to be who you are in the context of your family background, and how that development could be explained by the theories and concepts in the course. **Due on April 19.**

3. Weekly research

You are expected to research each class session's "discussion topic", to reflect on the information, and to be prepared to discuss your research in class. Your research should focus on peer-reviewed journals, utilizing such search engines as PsychInfo.

4. Family Therapy group presentations

One-hour group presentations on Structural Family Therapy, Bowenian Family Therapy, Strategic/Systemic Family Therapy, and Behavioral Family Therapy. **Presentations on 4/26.**

More information will be given on these assignments in class.

Course Content:

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| 1/11 | #1 | Introductions, Syllabus, Course Overview, Life Course Perspective, Seasons of Adult Life
Chapter 1 |
| 1/18 | #2 | Conception, Pregnancy, and Childbirth
(Genetics, Fetal Development, Gender, Sexual Differentiation, Genetic Diseases, Teratogens, Cerebral Palsy)
<i>Discussion: Genetic Engineering</i>
Chapter 2 |
| 1/25 | #3 | Infancy and Toddlerhood
(Developmental Milestones, Mental Retardation, Attachment, Adoption)
<i>Discussion: Foreign Adoptions</i>
Chapter 3 |
| 2/1 | #4 | Early Childhood
(Piaget, Kohlberg, Erikson, Parenting Styles, Parenting Skills)
<i>Discussion: What makes a good parent?</i>
Chapter 4 |
| 2/8 | #5 | Middle Childhood
(DSM Disorders of Childhood, Pedophilia) |

Discussion: Treatment of pedophiles
Chapter 5

2/15 #6 **Adolescence**
(Hormones, Violence, Bullying, Eating Disorders, Substance Abuse, Suicide)
Discussion: Violence and Pornography
Chapter 6

2/22 #7 **Young Adulthood**
(History of Marriage, Marital Counseling)
Discussion: Marriage
Chapter 7
Seasons of Life paper due

3/1 #8 **Middle Adulthood**
(Pain, Divorce)
Discussion: Divorce
Chapter 8

3/8 SPRING BREAK- NO CLASS

3/15 #9 **Late Adulthood**
(Dementia, Delirium)
Discussion: "Tuesdays with Morrie"
Chapter 9

3/22 #10 **Very Late Adulthood**
(Nursing Care, Hospice, Death, Grief)
Discussion: Assisted Suicide
Chapter 10

3/29 #11 **Family Systems, Genograms, Family Dysfunction**
Develop class groups

4/5 #12 **Gay and Lesbian issues**
(Gender Identity, Homosexuality, Counseling Issues)
Discussion: Gay marriage and parenting

4/12 #13 **Spirituality**
(Models of Spiritual Development)
Genogram/Family papers due

4/19 #14 Work on Group Projects

4/26 #15 **Family Therapy presentations**
Class presentations on Structural Family Therapy, Bowenian Family Therapy, Strategic/Systemic Family Therapy, and Behavioral Family Therapy.

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